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ABSTRACT

The original mission of the National Association for Foreign Students Association (NAFSA) was to improve the experience of foreign students in the United States by enhancing the professional expertise of personnel working with them. The guidelines presented in this document are designed to assist personnel and institutions working in any capacity in international exchanges. Topics covered in the publication are: (1) educational interchange policy considerations; (2) standards and principles for professional staff and volunteers; (3) standards and principles for non-formal education; (4) external relations; (5) student responsibilities in international exchanges; and (6) decisions with respect to study abroad programs. (NL)

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Standards and Responsibilities

in International Educational Interchange

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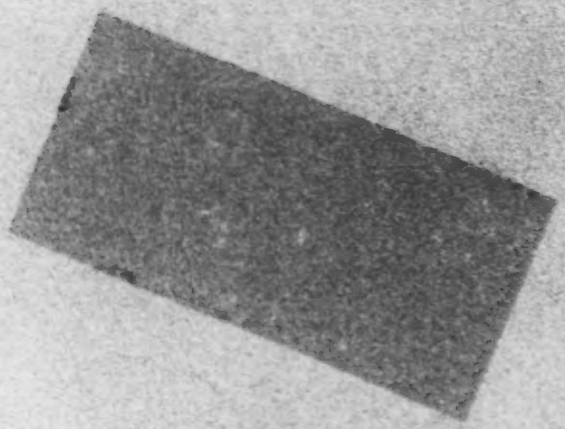

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National Association
for Foreign Student Affairs

GUIDELINE SERIES 1

Standards and Responsibilities

in International Educational Interchange

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GUIDELINE SERIES 1

ACKNOWLEDGEMENT

Since its 1948 founding as an organization with 60 members and a budget of $1,400, the National Association for Foreign Student Affairs (NAFSA) has exhibited continuous growth and development. Today, with over 4,000 members across the country, it represents over 1,000 academic institutions, business and educational organizations, local citizen groups active in foreign student affairs, and courtesy associates from embassies and legations in Washington, D.C.

In 1963, the Field Service Program was established under a grant to NAFSA from the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The goal of the program initially was to improve the experience of foreign students in the U.S. by enhancing the professional expertise of persons on college and university campuses working in educational exchange programs and those associated with related community groups. More recent interpretation has permitted expansion of the grant to include services to persons dealing with U.S. student abroad programs. Numerous publications dealing with all aspects of international educational interchange have been prepared and distributed through the generous support of the grant. Principal among these have been the volumes in the *Guideline Series*, each of which suggests standards and procedure in dealing with the subject treated. The *Guidelines* undergo periodic revision to incorporate new ideas and developments as the association continues its efforts to encourage high standards in educational exchange programs.

This revised *Guideline on Standards and Responsibilities* is offered for the benefit of all persons working in any capacity in the field of international interchange of people for educational purposes. It is also intended for the guidance of officials of institutions and organizations involved in educational interchange programs.

This *Guideline* has been prepared by a task force established by the NAFSA Commission on Policy and Practice, chaired by Josef Mestenhauser, University of Minnesota. Other members were Anne Corry, University of Wisconsin; Jon Heise, University of Michigan; Ivan Putman, Jr., State University of New York; Robin Fuller, Vanderbilt University; and Kenneth Rogers, Indiana University. The task force received important assistance from the members of the commisison, the Steering Committee of the NAFSA Field Service Program, the National Teams of the five professional sections of NAFSA, the NAFSA Board of Directors, and several individual members. The association is grateful for the intensive work that went into the preparation of this more comprehensive document.

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INTRODUCTION

In a world of increasing global interdependence, international education has become an essential part of U.S. higher education, whether in the small, private college or the public university. It is, however, a component often left to chance for development, refinement, review and direction by individual institutions. Institutional services that support international educational interchange are among those often left to develop without policy direction and management coordination.

In response to the need for comprehensive guidance for establishing and for maintaining programs in international student education, the NAFSA Field Service Program published its first *Guideline on Responsibilities and Standards in Work with Foreign Students* in 1964. That document was designed for use by professionals involved in foreign student affairs, administrative officers of colleges and universities, career guidance counselors working with foreign students, and others.

This is the first revision of that earlier document and reflects many important developments in higher education as well as the evolution of NAFSA as the single national agency concerned with professional standards for those involved with educational interchanges. This publication includes, for the first time, special attention to the importance of study abroad advising as a distinctive professional role.

This *Guideline* is designed for the policy maker and policy implementer. It advocates a set of standards that will guide and direct the effective execution of responsibilities in international student education by competent and well-trained professional or volunteer staff, whether full-time or part-time. More importantly, however, this statement presumes to be a set of principles based on the consensus and common experience of those who deal with foreign student affairs at colleges and universities in this country as well as abroad. To this end, NAFSA expects this statement to be useful as a sourcebook for those who develop policy for institutions and organizations, a statement of professional conduct for staff, and a guide for the continuing development of a dynamic field of educational endeavor.

NAFSA's Growth and Professionalism

NAFSA is a professional association of institutions and individuals committed to international educational interchange. Its membership includes public and private educational institutions, private organizations, and individuals, both employees and volunteers, who work with students and scholars either coming to the United States from abroad or going from the United States to other countries.

The association consists of five professional sections:

- Council of Advisers to Foreign Students and Scholars (CAFSS), which is made up of staff members and administrators of institutions and organizations concerned with the advising of foreign students, scholars and trainees in the United States;
- Admissions Section (ADSEC), whose members are staff and administrators involved in the selection, admission, and academic placement of foreign students at undergraduate, graduate, and professional levels, and in the assessment of credit for studies completed by U.S. students abroad;
- Association of Teachers of English as a Second Language (ATESL), which includes teachers and administrators of programs in the teaching of English as a foreign language;
- Community Section (COMSEC), which consists of volunteers and salaried staff involved in programs and services for foreign students and scholars in U.S. community life;

• Section on U.S. Students Abroad (SECUSSA), for administrators, faculty and staff involved in the advising of students interested in study, travel, short-term employment, or volunteer service in other countries, and in organizing and operating formal programs in these fields.

Professionalism in Educational Interchanges

In American higher education, many thousands of people on a full-time, part-time, or occasional basis, salaried or unsalaried, take part in some aspect of interchanges or deal with participants in such programs. Regardless of the nature or the extent of the involvement, they can be effective participants only with knowledge of accepted principles and practices developed over many years of experience with international interchanges.

NAFSA's objectives as a professional organization are:

• to assure that all individuals participating in international educational interchanges between the United States and other countries achieve the educational and personal goals envisioned for their sojourn in the United States;

• to assure that those professional people who come in contact with participants in interchanges are guided by a firm belief in the worth, dignity and potential of every human being, regardless of national or ethnic origin, cultural or linguistic background, sex, race, social status, political affiliation or religious belief;

• to assure that participants in educational interchanges learn as effectively and freely as possible, recognizing that the learning achieved in one culture is to be applied in others;

• to promote the larger goals of educational interchanges, reflecting the increasing need for people of all countries to learn about one another and understand the conditions for interdependence. More specifically, the American people are urged to learn about the world and the ways in which it affects us, while people of other countries are expected to learn about us, our ways of life, and the ways in which our decisions and policies affect them.

This *Guideline* is designed to encourage those working professionally in international interchange to carry out and stimulate wide public discussion, understanding, and practice of these standards and responsibilities. NAFSA requests its members to collect and distribute case studies bearing on responsibilities, ethical principles, professional standards, and resolution of difficult problems for wide discussion in professional conferences and workshops. These efforts will assist members of the profession in improving their professional competence and in resolving conflicts arising out of the application of these standards.

In the meantime, this *Guideline* is offered to the members of the profession and to officials of their institutions and organizations for serious study and implementation.

* The phrase "international educational interchange" is used in this publication to describe the increasing two-way flow of students and scholars across international boundaries for educational purposes.

1

EDUCATIONAL INTERCHANGE POLICY CONSIDERATIONS

Establishment of clearly stated policies for international educational interchanges which are accepted and well-understood by those who direct or implement institutional purposes is an essential ingredient in the international education process. Such policy must draw on and relate to the fundamental mission of the institution, recognize and direct sufficient resources for carrying out the policy, and carry the authority of the highest level in the institutional governance structure.

A meaningful institutional policy develops from the understanding of:

- the obligation to provide international dimensions in the institution's educational programs in relation to the educational mission of a college or university in today's interdependent world;
- international interchange as a factor in attracting staff and students for whom international interests are of particular importance;
- international involvements as a means of securing special funding for educational programs;
- mechanisms for funding which can be more carefully planned and administered within stated policies;
- recognition of the student expectation for first-hand experiences with other cultures as a part of their own educational experience;
- and maintaining international educational interchanges as an educational priority against competing and often transitory interests.

Possible Effect of Not Having Policy

In the absence of policy:

- individual faculty with enthusiasm for international interests, but little knowledge of how to develop them, are likely to start activity by inviting foreign scholars or students to the campus or by setting up a study abroad program. Such well-meant attempts not only can conflict with one another, but they can also become costly fiascos that harm both the participants and the institution;
- students and staff may leave the institution to find outlets elsewhere for their international interests;
- unqualified and poorly financed foreign students may be accepted with harmful results both to the students and the institution, and in possible violation of legal requirements under U.S. law;
- students and faculty coming from or going to another country may have totally unrealistic expectations and may not only be disappointed in their experience, but may be involved in serious academic, financial, or legal difficulties.

Elements of a Comprehensive Policy

Institutional decision makers have a number of choices to make in determining a satisfactory policy on international educational interchanges. Attention to the following considerations is pertinent:

- **Directional flow of students and scholars.** An institution may accept foreign students or foreign scholars and allow or encourage its own domestic students and faculty to study and carry on research or service outside the United States, or it may decide to engage in only some or none of these programs.
- **Nature and scope of interchanges.** Institutional objectives for educational interchanges must be carefully weighed with specific attention to the nature and scope of those interchanges—faculty exchanges, language and area studies, desirable mix of foreign and American students, the

means to ensure credible study abroad experience for American students, and teaching and research that deals with international, intercultural, and comparative topics. A comprehensive program that involves most of those elements may be highly satisfactory for one institution and wholly inappropriate for another.

Once the scope of involvement is decided, an institution must determine the nature and extent of services needed for international interchanges. Competent services must be provided both for foreign students and scholars coming to the campus and for U.S. students and scholars going abroad. The services required vary according to the goals of the institution, but a certain number are prerequisites to any international involvement. A foreign student program on a U.S. campus needs admissions services and evaluation of foreign credentials. The admission of foreign students and scholars also involves certain commitments to advising them on aspects of their legal status in the U.S. Many other desirable programs for high quality education include: orientation to the U.S., training in English as a foreign language, personal counseling, and opportunities for nonformal learning and interaction with U.S. culture off campus.

While staffing for a program is dependent upon what services an institution chooses to offer, experience has shown that an institution which enrolls 350 foreign students should have the equivalent of one full-time foreign student adviser with clerical assistance and at least one admissions person who specializes in foreign admissions and credentials evaluation. For fewer foreign admissions, an institution may consider contracting its credentials evaluation to another institution or agency. Larger foreign student programs can adjust their ratios of students to staff, depending upon their goals, taking advantage of economies of scale.

In the case of study abroad programs, staffing depends upon whether an institution operates its own programs, contracts with others for these programs, or is in a consortium operating joint programs. As a minimum, an institution must have a person designated as a contact point for possible entry into a program. It is highly desirable also to have an academic adviser, an orientation program, and an adviser on cost information. Clerical support for these functions, of course, is necessary. If the program is to be operated by the institution itself, then provisions must be made for program planning, academic content, participant selection and orientation, transportation, supervision and instruction abroad, experience in the host country culture and a range of other needs.

• **Administrative location of services.** Institutions vary widely in the administrative location and level assigned to services for foreign student and study abroad programs. Either or both may be located in the president's or vice president's office, in academic affairs, in student affairs, in an international program unit, in the registrar's office, or as independent units. The placement of such responsibility within the institutional heirarchy will determine its emphasis. The rationale for setting the responsibility within the institution's accountability structure must be considered carefully in each institution.

Decisions About the Foreign Student Population

• **Ratio between U.S. and foreign students.** Policy makers are urged to decide what they consider is an appropriate and feasible cultural mix (ratio) of the U.S. and foreign students in the institution as a whole, at each academic level, in particular schools or departments, and for what purposes.

• **Geographic origin.** The institution may wish to accept students from one or more countries or world areas or seek broad geographic representation in its foreign student population. Financial aid policies must recognize and deal with the foreign student population and the objectives for international educational interchange.

• **Socio-economic background.** Depending upon financial aid resources available, a decision must be made as to the extent to which financial aid will be provided to academically qualified but financially needy students.

• **Admissions qualifications.** Decisions must be made on acceptable admissions qualifications, including:

1. **Academic level and quality** of work undertaken in a foreign educational system, which requires a knowledgeable individual to determine equivalence.
2. **English language proficiency** through acceptable methods of measurement.
3. **Educational objectives** which can be fulfilled by instruction offered at the institution.
4. **Adequate financial resources.** Prior to authorizing the student to enter the United States for study or transfer from another institution, the institution is obliged to determine the adequacy of the student's financial resources for the program of study. These resources may be any combination of personal, family, sponsor, or institutional funds—including those which the institution may develop specifically for foreign student education. This provision must include adequate health

and accident insurance for both students and dependents, travel costs and financial support in the event of emergencies.

5. Legal obligations. By accepting foreign students, an institution assumes obligations involved in admission and enrollment of foreign students. These obligations result chiefly from federal legislation and regulation with respect to entry and sojourn of aliens, but also from laws governing taxes, social security and other requirements for aliens. Decisions must be made as to who will be responsible for carrying out institutional obligations within the institution.

2

STANDARDS, PRINCIPLES FOR PROFESSIONAL STAFFS, VOLUNTEERS

General Principles

Professionally, all who work in any phase of international educational interchange of people are expected to develop and maintain competence in their fields as described below. This expectation applies equally to part-time and full-time workers, salaried or unsalaried.

1. Primary responsibility. The basic responsibility of professionals is to the foreign and U.S. students and scholars with whom they work and to their institutions.

2. Job setting or environment. All professionals should be thoroughly familiar with their institutions and their obligations to students, with the responsibilities assigned to their positions, and with the prerogatives, facilities and resources which are or are not available for carrying out the responsibilities.

3. Preparation and continued growth. Professionals should strive to go beyond minimal academic credentials in relevant disciplines required for entry level positions They should seek continuing professional development opportunities and assist others to do so in areas such as:

—acquiring additional formal study or reading;

—maintaining liaison with counterparts at other institutions;

—attending professional conferences, seminars and workshops;

—conducting and cooperating in relevant research in accordance with established ethics and methodologies for cross-cultural research;

—gaining first-hand experience and understanding of other cultures through international study and travel whenever possible.

4. Representation of the field. Professionals in the field of international interchange have the responsibility to represent and interpret the entire field, including unique needs of participants to concerned people in and outside educational institutions.

5. Representation of qualifications. Professionals in the field must restrict themselves to the performance of duties for which they are professionally trained and qualified.

6. Responsibility for ethical action. Professionals must always act in a responsible and ethical manner and abide by the standards of the academic and professional community and of NAFSA.

7. Self-enhancement or profit. Professionals do not seek self-enhancement through comparisons or evaluations damaging to others. Neither should they seek personal profits through influence upon or association with students or staff with whom they work. Acceptance of free trips, services, or personal gifts without appropriate accountability and awareness of cultural implications may result in implicit reciprocal obligations and damage the reputation of professionals and their field.

8. Reports and evaluations. The individual in a professional position should report regularly to superiors and undertake regular self-evaluation of work accomplished while at the same time seeking evaluation of others.

9. Development of professionalism. Professionals, salaried or unsalaried, should seek to foster the development of their field by:

—acquiring, contributing to and applying specialized and systematic knowledge, skills and attitudes relevant to the field;

—working for higher standards of performance and effectiveness;

—fostering a set of professional standards and ethics;

—developing broader institutional and community support for the field;

—joining, supporting and participating in active leadership in NAFSA as the professional association in the field;

—working toward better understanding between the people of the U.S. and the world;

—promoting the development of other countries and the welfare and betterment of their citizens through education and training;

—creating the awareness of global perspectives.

10. Advising. Professionals should develop an effective advising relationship through:

—dealing with all persons with patience, understanding, and respect for their individuality and culture;

—informing and describing alternatives, and helping the individual decide the action to be taken. Except in matters of law or institutional regulation, final decisions are the responsibility of the individual foreign student or scholar;

—striving to assure that the information provided is accurate, clearly stated and as complete as possible, so that each student or staff member will be fully aware of the alternatives available in determining a course of action;

—interpreting to foreign students and staff the academic practices and regulations of the institution; local, state and national laws; accepted standards of conduct; and expectations and reactions of those they meet in the United States (This should be done, insofar as possible, on the basis of background knowledge of the students' and scholars' own cultures.);

—maintaining confidentiality and personal information about students and scholars and their personal problems within prescribed and institutional policy;

—referring students and scholars to other colleagues for assistance whenever their problems require knowledge, training, or authority not possessed by the person initially providing advice.

11. Obligations in administration. Professionals with administrative responsibilities have the following obligations:

—planning and evaluation. Administrators must assess the needs in their areas of responsibility; make adequate plans to meet these needs; provide necessary leadership in carrying out the plans successfully; avoid duplication; assure coordination of services; make periodic reports; and evaluate their total programs;

—staffing. Administrators must select the most competent people available for staff responsibilities; provide staff with adequate orientation to the institution and its international education program; assign them to tasks best suited to their skills, experience, and interests; provide appropriate in-service training opportunities to increase their competence; encourage them to take advantage of professional growth opportunities provided by the institution or outside agencies and professional associations; and provide them with as much administrative support and encouragement as possible to enable them to work with effectiveness and satisfaction.

Responsibilities of Foreign Student Advisers

In addition to the principles and obligations noted on page 7, the foreign student adviser (FSA) has the following responsibilities:

1. Leadership and coordination. In most U.S. colleges and universities the FSA is the originator and/or coordinator of various policies, services, and programs related to foreign students and scholars.

2. Identification and mobilization of resources. The FSA should develop close relations with a broad range of people who may be able to assist foreign students and staff in their life in the institution and the community. Close liaison should be maintained with faculty and staff who are responsible for academic advising, student records, financial aid, housing, food and health services, student activities, career counseling and placement.

3. Interpretation of background and needs. The FSA must often provide two-way interpretation of objectives, needs, educational backgrounds, cultural differences, and problems between foreign students and scholars and their sponsors on the one hand and administrators, faculty, U.S. students, and the community on the other. It is desirable not only to facilitate the expeditious completion of foreign students' academic programs, but also to enable them to learn as much as they wish to about the United States and its culture and problems.

4. Appropriateness to academic programs. It is a responsibility of the FSA to encourage foreign students and their academic advisers and professors to keep in mind that the foreign students will be using their education in their home countries after graduation. Constant attention should be given to adapting or supplementing the U.S. educational experience to make it applicable to home-country needs.

5. Learning with foreign students. The FSA should provide or encourage the development of programs through which the American campus or community can benefit educationally from the presence of foreign students.

6. Responsibility for staff. Advisers should ascertain that all office staff and volunteers are trained to understand and practice the principles and obligations described in this document, and especially those regarding attitude, accuracy and confidentiality.

7. Responsibility to sponsors. Although professionals on U.S. campuses should be aware of the needs and requirements of foreign students' sponsors and home governments, they should not assume responsibility for relationships between the students and their sponsors or governments.

8. Immigration regulations. Major obligations of FSA's are:

—providing information to foreign students and scholars about their legal rights and responsibilities as temporary residents in the U.S.;

—assuring institutional adherence to regulations of the U.S. Government, especially those of the Immigration and Naturalization Service;

—providing accurate, up-to-date information to students and scholars about such regulations.

9. Dependents. The FSA must assure that foreign students are aware of the costs and problems they will encounter if they bring dependents with them to the United States. To be of greatest benefit, this information must reach them well in advance of their departure from their home countries. Provision must be made for assistance to those who do bring dependents in such matters as housing, health services and insurance, schooling for children, etc.

10. Community programs. FSA's usually serve as liaison between the foreign student and scholar group and the local community. They often are leaders in encouraging community interest in foreign students. Meaningful contacts and associations with the American communities are important to the social and educational experiences of foreign students in the United States. In these endeavors the FSA also plays an important role in interpreting foreign cultures to Americans.

11. Emergency action. In case of emergency, such as severe medical or psychological problems, death or other crises, the FSA should take appropriate and decisive measures and assume leadership in utilization of available campus and community resources. These crisis situations are one of the tests of the FSA's professional competence and allow no margin for error.

Responsibilities of Foreign Student Admissions Officers

Foreign student admissions officers, in addition to the general responsibilities noted on page 7, have the following specific responsibilities:

1. Selection and admission. The admissions officer must assure that foreign students have the requisites for potential success, are screened and selected intelligently, and are given appropriate academic placement. Close cooperation between the admissions officer and the FSA is indispensable to the accomplishment of these tasks in an efficient, effective and sensitive manner. Specifically, the admissions officer must assure that the following steps have been taken in the case of each foreign application:

a. Information. Each applicant should receive fully adequate, up-to-date information about the institution, its academic offerings, its facilities and its arrangements for foreign students.

b. Curriculum and instructional facilities. The institution should offer admission to a foreign student only when a suitable curriculum is available at that institution.

c. Academic background. Foreign applicants' academic backgrounds must be thoroughly checked to assure that they are academically prepared to undertake their proposed programs of study. If the applicants are admitted, their departments or academic advisers must be given sufficient information on their academic backgrounds to provide a proper basis for academic advising and placement.

d. Language proficiency. The admissions officer should assure insofar as possible that admitted foreign students have adequate proficiency in English to enable them to perform successfully in the proposed academic program, or if the students are applying to an intensive English language program initially or exclusively, that they have sufficient ability, aptitude and motivation to succeed.

e. Financial support. Since the admissions office is usually the first point of contact for foreign students, it is crucial that a realistic picture of finances be communicated to each foreign applicant.

• The admissions office, in cooperation with the FSA and/or the financial aids officer, should put together an accurate estimate of the minimum resources necessary for the complete academic and non-academic costs students will incur.

• Admissions offices should furnish prospective foreign students with *complete and detailed information on costs*, including transportation to the institution from usual ports of entry, tuition and fees, room, meals, books and supplies, winter clothing, health and accident insurance, local transportation, vacation expense, summer maintenance and/or summer school costs, costs of dissertations, costs for dependents, incidentals and any other items required for realistic cost estimates. A schedule of payments must also be given to enable admitted foreign students to make suitable arrangements for the necessary financial resources. If costs are likely to increase, this should also be stated.

• The admissions office has the responsibility of verifying that all prospective students have the total resources necessary for the full periods of study for which they are admitted.

f. Health. There must also be positive evidence that each foreign applicant is in good physical and mental health.

2. Test use. The admissions officer should understand and explain to others the proper use of standardized tests as applied to foreign students. It should be recognized that such tests are useful indicators, but that they are less reliable and valid for students from other cultural and linguistic backgrounds than for U.S. students. While tests, including those for English proficiency, may be employed as aids in the admission process, they should not be used as the sole or most important criteria in the selection of foreign students for admission. With reference to evaluating foreign applicants' performance on standardized external English proficiency tests, close cooperation between the admissions officer and the institution's teacher(s) of English as a second language and/or the FSA is indispensable.

3. Foreign student recruitment. Responsible recruitment of foreign students should be in accordance with established and tested standards regularly applied to U.S. and foreign students. This is especially important when an institution finds the recruitment of foreign students attractive as a means of building up declining enrollments or otherwise meeting institutional goals. Statements describing and supporting these standards have been prepared by such professional organizations as the College Entrance Examination Board, the American Association of Collegiate Registrars and Admissions Officers and NAFSA.

Responsibilities of Teachers of English as a Second Language

In addition to the obligations noted on p. 7, teachers of English as a second language (ESL) have the following responsibilities:

1. Training. Teachers must be adequately and specifically trained and proficient in the special academic discipline of teaching English as a second language.

2. Attitude. The teachers must deal with the second-language learner with the patience and understanding necessary to the student's success, but not with undue sympathy which may jeopardize academic standards and the student's ultimate academic success.

3. Instruction. The teachers must assure, insofar as possible, that students receive instruction in all aspects of the English language necessary to their success in the intended academic situation, recognizing that language competence involves a high degree of acculturation and a great deal of knowledge above and beyond vocabulary and grammar.

4. Interpretation. Teachers of ESL must understand and interpret to faculty and administrative colleagues the realities of language acquisition, including those linquistic areas which students may justifiably be expected to master and those which they are not likely to acquire.

5. Communication. Teachers, through their special relationship developed with students, may receive significant information concerning problems and needs of foreign students, and may communicate this information to the foreign student adviser or other appropriate campus official in a confidential and professional manner when it would be in the students' interest to do so.

6. Referral. Teachers of ESL should not become involved in trying to solve the personal or academic problems of foreign students, but should encourage students to seek assistance from other appropriate people and agencies on the campus and should help support those people or agencies in their relationships with students.

7. Professional relationships. The teachers should work closely with other people and agencies on the campus and in the community to help them understand the nature and extent of foreign students' linguistic problems and to advise them of ways in which they can appropriately assist students to overcome their language handicaps without lowering academic standards.

8. Research and professional development. Teachers should constantly maintain their own

levels of professional preparation and scholarship intended to increase knowledge concerning language acquisition and other aspects of international educational interchanges.

Responsibilities of Community Activities Programmers

In addition to the obligations noted on page 7, community activities programmers, whether paid or unpaid, full- or part-time, have the following obligations:

1. Community access. Community activities programmers help facilitate access to the community for foreign students and scholars by providing opportunities for relationships with local families and participation in a variety of social, cultural, governmental, religious, educational, commercial, or industrial institutions and activities in the society.

2. Coordination of campus and community programs. Community activities and services should be carefully coordinated with campus programs so that they will complement rather than compete with each other and so that students and scholars may be referred from campus to community and vice versa to obtain the most appropriate and effective services and experiences.

3. Knowledge of the educational institution and learning process. Community activities programmers should familiarize themselves thoroughly with the work and functions of those campus agencies and offices with whom they work most closely, especially the foreign student adviser and the English language programs. In this way, they will know when problems or situations should be resolved primarily on the campus or community level.

4. Training. Community program representatives should be adequately trained to ensure that they deal patiently and sensitively with all foreign students and scholars, respecting the individuality and cultural background of each student. In addition, they should serve as educators, working with both foreign students and U.S. community people, so that each may derive maximum benefits and understanding from contact with each other.

5. Support services for dependents. Community activities programmers should be aware that many foreign students and scholars are married and either leave the members of their immediate families in their home countries or strive to bring them with them to the United States. Community groups have unique opportunities to provide to this group additional support services, homes-away-from-homes, and programs and learning opportunities for "dependents."

6. Professional growth and development. Whether they are a part of university structures or maintain their own independent identities, community activities programmers, whether paid or unpaid, are discharging their functions in a professional manner. Therefore, they should explore, and be aided in this effort, further opportunities for personal and professional growth. For this purpose, they should acquaint themselves with all available campus, community, and national resources from which they can obtain additional training in community leadership and self-actualization which community involvement brings. In return, they should assist newcomers with their personal and professional growth.

7. Confidentiality. Community activities programmers and their associates obtain considerable personal information about foreign students and scholars through community contact. The confidentiality of such information must be protected. Urgent problems and needs of these foreign students and scholars should be communicated to the foreign student advisers or other appropriate campus officials.

8. Flexibility and innovativeness. Community activities programmers should be aware that the needs of visitors and programs may change from time to time due to:

- Changing international relations;
- Changing needs of visitors over duration of stay;
- Changing needs due to variety of cultural backgrounds;

Community services and programs should be sufficiently flexible and innovative in order to meet these changing needs.

9. Responsibility to entire community. Although their functions may be limited, community activities programmers have a special and unique responsibility to assure that the entire community from which they come is aware of the unique opportunities which this community has in learning about the world and other countries and cultures.

10. Research and evaluation. As professionals, community activities programmers should strive to add to available knowledge about the field and its dynamics through research, evaluation of programs, writing of program descriptions and collecting of case studies.

11. Religious and political groups. Community workers related to religious and political groups must recognize that the religions and political beliefs of any foreign people in the United States are important parts of their cultural heritage and merit the respect of Americans and the effort by

Americans to learn about and understand them. Religious and political groups can perform a service by providing opportunities for foreign students and scholars to observe and join in mutual inquiry into beliefs and practices. However, there must never be any attempt to proselyte, and any invitation to a foreign student or scholar to an event sponsored by a religious or political group should clearly indicate the nature of the event and its sponsorship.

Responsibilities of Advisers to U.S. Students, Staff on Study, Travel, Employment, Service Abroad

In addition to the obligations noted on page 7, the advisers of U.S. students and staff going abroad have the following responsibilities:

1. Information. The advisers are responsible for collecting, organizing, and making available current information on study, independent and group travel, short- or long-term employment, volunteer service, exchange traineeships, homestay programs, and other opportunities for meaningful experiences outside the United States available to students and staff. Information should include all programs and opportunities offered by or available through the home campus or other institutions and organizations. Insofar as possible, information should be available on programs and opportunities known to be of acceptable quality in content and management. In cases where students are interested in programs of doubtful or unknown quality, the adviser should be prepared to assist them in an honest and fruitful evaluation of the program to determine the extent to which the students' objectives will be met if they participate.

2. Student Advising.

a. Objectives. The objectives of advising should be to encourage students to undertake opportunities in other countries which will be educationally and culturally beneficial, and to help them judge the quality, value, and appropriateness of overseas opportunities and services they are considering.

b. Preparation. It is essential that the adviser be familar with the curricula and requirements of the home campus to be able to advise students desiring to interrupt their studies for non-academic experiences in other countries. Knowledge of relevant on-campus resources, such as library materials, foreign students and faculty, and U.S. students and faculty returned from overseas experiences, is very desirable. The adviser must also know the basic criteria for evaluating study programs and other opportunities in other countries and be familiar with the nature, content, sponsorship and reputation of a wide range of those available.

c. Advance planning. Students should be encouraged and helped to begin their investigation and planning processes as early as possible.

d. Factors to be considered. In making choices, factors to be considered include location, institutional sponsorship or connection, language requirements, orientation, academic content and standards, available supervision, acceptability of credits, cost, financial aids, living arrangements, accident and health insurance, transportation, the country's entry requirements, degree of cultural difference and student's adjustment capability, and contact with host-country nationals.

e. Income-producing services. Advising offices may legitimately become involved in sales of International Student Identity Cards, Youth Hostel memberships, charter flights for large groups of students or alumni, or relevant books and publications.

3. Faculty and staff advising. Although most overseas opportunities offices are focused on students, they should also provide services to faculty and staff interested in study, research, employment, or travel abroad.

4. Publicity. Although the advisers should be involved in encouraging and publicizing overseas opportunities and programs, they should avoid innocently publicizing undesirable programs through such devices as posters on department bulletin boards, advertising in student newspapers, or hired student representatives.

5. Study abroad programming and standards. Whether or not advisers are administratively responsible for the institution's study abroad program planning, development, operation, evaluation and establishment of standards, they should be actively involved in and familiar with these aspects, and should cooperate with others concerned to strengthen, extend and diversify quality study abroad opportunities for students.

3

STANDARDS, PRINCIPLES FOR NON-FORMAL EDUCATION

Foreign students come to the United States for a variety of objectives. Their primary purpose is academic education and training, often needed in their countries. This is also the primary objective of most of our educational institutions, of sponsoring agencies, and of policies and legislation of governments that encourage international educational interchanges. However, informal, out-of-class experiences, if well-planned and executed, can have high educational value in their own right, and should be encouraged as an integral part of an international educational program. These programs should be guided by standards and principles described in the following pages.

Needs for Non-Formal Education

Four factors are emerging which indicate significant adjustments are needed in the traditional thinking about the nature of cross-cultural educational experiences:

1. "Incidental learning" obtained from non-classroom education is often as important to the individuals as traditional academic education.

2. In many fields foreign students need meaningful non-classroom experiences in order to understand their educational program in relation to the U.S. cultural setting, and thereby more readily adapt it to conditions in their home countries.

3. United States students need increasing exposure to persons of other cultures in order to enrich their own educational experiences for their careers in this and the next century.

4. Research and experiences continue to document that meaningful interpersonal contact with members of other countries and cultures can lead to understanding of social, educational, economic, cultural and political interactions and ultimately to improved international relations.

Purposes

Although many activities develop spontaneously, there is an area of responsibility which professional personnel in international educational interchanges should accept for the following purposes:

1. To provide, through the presence of foreign students on our campuses, a unique opportunity for students of various cultures to have mutually beneficial experiences together, thus simulating conditions of real international relations among states and peoples.

2. To enable both foreign and U.S. students to develop meaningful and supportive relationships and friendships.

3. To give foreign students an opportunity for participation in campus life, including student organizations, student governance, university governance, and educational, cultural and recreational activities. For many foreign students, this may be the only leadership training opportunity in the U.S. As participants and leaders, foreign students should maintain the same standards of effectiveness and responsibility as U.S. students.

4. To offer foreign students, on the other hand, an opportunity to organize themselves in ways which would permit them to maintain their national and cultural identities and facilitate re-entry into their home countries.

5. To provide these specific and unique educational benefits through meaningful and sophisticated programs of intercultural exposure, presently not available in typical academic programs of our educational institutions:

a. For foreign students:

- Development of leadership skills.
- Synthesis of their education in the U.S.
- Perspective on conditions in the home countries.

• Building of long-lasting relationships with Americans and other foreign students.

• Acquisition of practical skills of cross-cultural communication and relations needed both here and upon return home.

b. For U.S. students:

• Firsthand experiences in dealing with members of other cultures.

• Development of skills in cross-cultural communication and relations needed to relate to people of other cultures, as well as to varied subcultural groups within the U.S.

• Experiences in comparative thinking and analysis.

• Understanding cultural dimensions of their fields of study.

• Realistic retrospect and perspective of how others see us which has a bearing on the future tasks and problems facing young Americans.

Principles

In the pursuit of these goals, the following principles should be considered:

1. Universities and colleges should strive to create an atmosphere conducive to meaningful intercultural experiences for all students. Research indicates that chance encounters are inadequate and often detrimental.

2. Sponsors should plan campus programs in ways which will assure *mutual* benefits for both foreign and U.S. students.

3. Social activities should be balanced with a variety of other educational, cultural and intellectual programs.

4. Sponsored events should assure that wide public participation is not only tolerated, but welcome.

5. Leadership and membership in campus organizations should be open to all interested students, with U.S. student hosts urged to invite foreign student participation.

6. Relationships between officers of student organizations and members of the staff and faculty of our colleges and universities should be clearly defined.

7. Purposes of public meetings should be clearly publicized and articulated, and efforts should be made, where necessary, to interpret these purposes cross-culturally, especially in cases of political or religious activities.

8. Expected outcomes of participation in campus programs should be equally well defined and articulated.

9. Careful and meaningful advance consultation should take place when programs are being planned for a specific group of students by another group or agency.

10. Campus programs and activities should be conducted in accordance with principles of cultural sensitivity and prevailing university rules and standards of accountability.

11. Sponsors of programs should be encouraged to strive for high quality, good taste and equal time for opposing points of view.

12. The institution regularly should provide meaningful training in leadership skills and dynamics of cross-cultural groups whenever necessary.

13. There should be active encouragement to foreign students to run for student offices and share in the responsibilities for student organization activities and participation in institutional governance.

14. Student programs should be evaluated against their stated objectives, especially where funds raised from others have been used in the programs.

15. Above all, the universities should assure that student activities, like academic activities, are conducted in an atmosphere of full academic freedom. Free inquiry and free expression must be assured. As members of the academic community, both U.S. and foreign students should be encouraged to practice and develop capacity for critical judgment and engage in the search for truth. Neither individuals nor organizations must interfere in the pursuit of the academic freedom of other individuals or groups.

Special Activities

In addition to traditional social, educational, cultural and sports events and programs, festivals and dramatic presentations, professional staff should be involved in a variety of new, innovative, or experimental programs involving foreign and U.S. students. In these rapidly changing fields in which modern social and behavioral sciences make constant contributions, experimentation and innovation should be encouraged, and application of new methods attempted even in traditional programs. A great deal of activity with exciting potential exists in orientation and campus programs for:

1. Foreign students to adjust to American education.

2. Foreign students to learn about American life and culture.

3. U.S. students to learn about the dynamics of living and adjusting to other cultures.

4. U.S. students to study and learn about other countries, cultures, and languages.

5. Training both U.S. and foreign students in cultural awareness.

6. Training both groups in cross-cultural communication.

7. Training both groups in global awareness and interdependence.

8. Training both groups in understanding the processes of national development.

Curricular Activities

Research and experience indicate that understanding other cultures is a result of a combination of cognitive and experiential learning. Foreign students have the advantage of being taught cognitively about the United States, while they at the same time experience living here. The vast majority of U.S. students not only do not receive academic training in other cultures, but they also infrequently have opportunities for meaningful cross-cultural experiences.

Where possible, faculty and administrators should be encouraged to:

1. Encourage faculty members to utilize the presence of foreign students for cross-cultural education of their U.S. students and vice versa through curricular experiences, new courses, practica, field work, or laboratories.

2. Assure that such experiences include meaningful interpersonal interaction through interviews, simulation games, task participation and other appropriate techniques.

3. Encourage foreign students to volunteer their time and knowledge for the education of U.S. students.

4

EXTERNAL RELATIONS

Professional standards discussed earlier in this publication have related to individual professional people as they deal with students, staff and faculty within their institutions. It is also important to have a body of standards which addresses the relations of the professionals and their institutions to those outside, such as governments, organizations, foundations, corporations, home country universities, and families. In the area of international interchange, there are many significant extra-institutional people and organizations with which the professionals in the field must establish and maintain relationships.

Many of the foreign students and staff with whom institutional or local professionals in the field deal are also in direct or indirect contact with outside, often non-U.S., organizations which have their own goals and professional standards. Since both may directly be involved in a situation involving the same student, there is a potential source for conflict of two standards of ethics. In the case of conflict, the *Guidelines* which institutions and professional people should follow are listed below.

Self-Determination

Foreign students and faculty must be responsible for their own actions and behavior. Individuals must decide their own goals and objectives and how they best should be advanced. Students and faculty also have a right to determine for themselves their own goals and objectives and to work towards these goals.

Free Inquiry and Expression

Free inquiry and expression are indispensable and inseparable. Students, whether from the U.S. or other countries, are encouraged to develop a capacity for critical judgment and an independent search for truth. This means specifically that foreign students are full participants in academic pursuits and have the right to seek formal and informal knowledge, verbal or written, in whatever direction and with whatever legitimately appropriate associations are necessary, without fear of reprisal.

Freedom of Association

An individual should have the right to choose any social, cultural, or political action or activity, as long as these activities do not infringe on or abridge the rights and freedoms of other individuals or groups.

Institutional Rights

An educational institution reserves for itself the following rights:

1. Determination of its educational programs and degree requirements.
2. Determination of admission requirements as to:
   a. Who should be admitted;
   b. What requirements are necessary;
   c. How an education should be paid for;
   d. How diversified a student population should be.
3. Developing policies ensuring that foreign students will be sufficiently financed, with or without institutional participation.
4. Developing policies ensuring that entering foreign students not only can meet admission requirements, but can also complete degree requirements.
5. Governance of itself, including enforcement of educational policies.

6. Individuals, as students in academic institutions, have the right to seek total personal growth and development, rather than restricting their growth to academic activities leading to a degree.

7. An institution may choose to withhold cooperation with an outside agency which does not have legitimate governmental authority mandating such cooperation.

Right to Privacy

As outlined in federal, state, and institutional legislation, students enrolled at U.S. educational institutions have a guaranteed right to privacy. This right to privacy cannot be abridged by the institution or any outside agency.

Additional Expectations

In addition to these *Guidelines* for interaction with outside organizations or individuals, institutions enrolling foreign students have expectations which are held important:

1. Agreements between students, governments, sponsors, and others should be open and fully disclosed.

2. Arbitrary changes in agreements with students should not be made.

5

STUDENT RESPONSIBILITIES IN INTERNATIONAL INTERCHANGES

Most of the principles and responsibilities described in this *Guideline* relate to the work done by professional people involved in international educational interchange. These principles are within the control of professional people and U.S. institutions. This is not the case, however, with responsibilities incumbent on the students themselves when they are studying outside of their home countries. These responsibilities can only be hoped for and encouraged by professionals, whose influence in eliciting their observance must be limited to persuasion and education. Professionals can expect that all participants in the international interchange of persons will:

1. Strive to understand and tolerate a host country's educational and cultural setting, including standards of conduct, law, respect for others, honesty and integrity.
2. Respect rights of self-determination of others.
3. Observe the laws and respect the culture of the host country.
4. Participate as fully as possible in the life of the host university and country.
5. Seek to participate in joint and cooperative ventures of an educational, social, or cultural nature with citizens and students of the host country and with other international students and scholars.
6. Individually and in groups, act with respect for the rights of persons from other countries, cultures and sub-cultures, without abridging those rights even in the pursuit of one's own rights.
7. In general, by actions and deeds, accept responsibility for the best interests of international educational interchange programs, so as to gain the largest amount of public support for them, and the widest possible involvement in them.

6

DECISIONS WITH RESPECT TO STUDY ABROAD PROGRAMS

Desirable Percentage of Students to Study Abroad

Each institution must decide the degree to which study abroad can contribute to its educational objectives. Involvements may vary from one single program to a required academic experience abroad.

Operational Pattern

Options for operational patterns are numerous and should be determined by the character of teaching of the institutional mode. Some institutions prefer to operate their own study abroad programs, while others join consortia of U.S. institutions, contract with foreign universities to accept their students, use programs of private commercial organizations, encourage their students to apply directly to institutions, or approve independent study projects of individual students.

Group Programs Operated by a U.S. Campus

If an institution elects to operate its own study abroad programs, many decisions must be made and considerable advance planning undertaken.

1. Instructional pattern. Students may enroll in regular classes of a foreign university or in universities or private institutions for foreign students. The program may be managed by a home campus faculty director with instruction by qualified locally hired instructors at the program site, or home campus faculty may be sent to do all the instruction.

2. Subject fields. While foreign languages still play a strong part in study abroad, they no longer dominate curricula abroad. Virtually every field has its international and comparative dimensions and might advantageously be studied in some other part of the world.

3. Program length. Study programs for academic credit vary from one week to one year or more in length. Academic year, semester, six to eight weeks in the summer, and two to four weeks interim terms are common patterns. Value to participants is usually greater in the longer programs.

4. Program size. Experience suggests that the optimum group size is 25 to 35 students to maximize cultural interaction for the group in a host country, to allow for effective administration by a single program director, and to facilitate group travel.

5. Supervision patterns. A home campus faculty director accompanying the group or visiting them several times during their foreign sojourn is common, but use of foreign student advisers of host institutions, host country nationals employed for the purpose, or even graduate students are possible alternatives.

6. Funding. A common practice is for the sponsoring U.S. institution to fund instruction and supervision as part of its regular budget, or use participants' tuition payments for that purpose. Some prorate the cost among participants, thus confining the opportunity to relatively affluent students. In any case the students are usually responsible for paying their home campus tuition, and their costs of transportation, housing, health and accident insurance, meals, books, and incidentals while abroad.

7. Credits and grading. Decisions must be made as to how many credits will be granted and how and by whom grades will be determined. If grades are given by a foreign institution, translation, certification, and transmission must also be arranged.

8. Financial aids. If study abroad participants are enrolled at their home campuses while earning credits abroad toward their degrees, they should be eligible for virtually any financial aid for which they might qualify if they remained at home.